CSIP Thinking Process
Non-Regulatory Guidance Document

Constant Conversation Question #3:
How do/will we know that student learning has changed?

Westlake Community School District

- This document is the third of four guidance pieces about how one fictitious school district decides to "think through" a process that will lead it to a clear, concise, and usable CSIP designed increase achievement for all students.
- This document is not intended to provide a "one size fits all " thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Guidance Document Key Points:
- The content provides a glimpse of only one district's thinking about Question #3.
- The content demonstrates a level of detail particular to this district's thinking.
- How much of this information will actually be placed in the Department's CSIP web-based system next spring will be determined over the coming school year.

3. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals?

Westlake will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (e.g., surveys). The Building Leadership Teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District Leadership Team as outlined in Question 1B. The district will continue to ensure that <u>all</u> students enrolled at the specified grade level are included in district-wide assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP Goals
As stated previously (see Question #2A), Westlake will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- ITBS reading comprehension and mathematics total tests at grades 3-8, and the science test at grades 5 and 8 (Goals #1-#4)
- ITED reading comprehension, mathematics, and science tests at grade 11. (Goal #1-#4)
- BRI test at grades 1-3 (Goal #1) **(DWAP6) (partially meets DWAP3, DWAP4)**
- ICAM mathematics tests at grades 4, 8, and 11 (Goal #2) **(DWAP7)**
- District Developed Science Assessment at grades 4, 8, and 11 (Goal #3) **(DWAP8)**
- District Developed Technology Assessment at grade 8 (Goal #4)
- Attendance data from district's student information management system (Goal #5)
- District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report) (Goal #5)
- The percentage of the students in grades 6, 8, and 11 that reports having used alcohol, tobacco, or other drugs as reported through the Iowa Youth Survey (Goal #5)
- The percentage of the middle school and high school student body that receives a discipline referral (i.e., office referral, suspension, and/or expulsion) (Goal #5)

Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)
To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, Westlake completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, BRI, DIBELS, and ICAMs. Through completion of this process, the district found that it was necessary to revisit its reading and mathematics standards and benchmarks. The district discovered that the range of knowledge for the "Process of Reading" standard was not sufficiently covered at any grade span (3-5, 6-9, and 10-12). In the area of mathematics, the comprehensiveness of coverage of the "Geometry" and "Data Analysis and Probability" standards was insufficient in the 3-5 grade span. Actions to correct these issues will be completed by June 30, 2004.

Iowa Department of Education
March 25, 2004

Student Indicator Data Used for Evaluation of Programs and Services
The _same_ student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Westlake:
- Professional development for teachers and principals (e.g., District Career Development Plan and Title II, Part A)
- Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)
- Use of technology to improve student achievement (e.g., Title II, Part D)
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug and violence prevention program (Title IV, Part A)
- Early Intervention program for grades K-3
- K-12 at-risk program
- K-12 gifted and talented (TAG) program
- Special education services
- Career and Technical Education (CTE) programs

Note: More specific details regarding Westlake's program/service evaluation process are included in the next section of the CSIP.

Additional Data Gathering and Analysis
To help provide a more complete picture of student learning needs, Westlake will continue to monitor the following data sources:
- All data points included in the district's Annual Progress Report (APR).
- The percentage of students who participate in district-wide assessment
- The percentage of students in the lowest (at-risk or deficit) category on DIBELS in grades K-3. **(DWAP3, DWAP4, DWAP6)**
- Student performance on the ICAM reading assessment at grades 4, 8, and 11 **(DWAP6)**
- Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science, and social studies.
- Career and technical education student data from the end-of-year program report (Perkins report)
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey
- IDEA Proficiency Test (IPT) for English Language Learners and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency **(LEP2)**

Future Data Gathering
Westlake is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans to add the following measures:
During the 2004-05 school year:
- BRI in grades K and 4-6 to help monitor effectiveness of the District Career Development Plan for reading in grades K-6
During the 2005-06 school year:
- District developed performance tasks in mathematics problem solving and use of representations to help monitor effectiveness of the District Career Development Plan for mathematics in grades 7-8
During the 2006-07 school year:
- Individualized learning plans for TAG students